

Maths Curriculum 2014 - Year 2 Medium Term Planning

Unit 2.1: Number and place value

Topic	Key Concepts	Strand	Notes/Non-statutory guidance
Number and place value	read and write numbers to at least 100 in numerals and in words	Number	<p>Using materials and a range of representations, pupils practise counting, reading, writing and comparing numbers to at least 100 and solving a variety of related problems to develop fluency. They count in multiples of three to support their later understanding of a third.</p> <p>As they become more confident with numbers up to 100, pupils are introduced to larger numbers to develop further their recognition of patterns within the number system and represent them in different ways, including spatial representations.</p> <p>Pupils should partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers. They begin to understand zero as a place holder.</p>
Number and place value	recognise the place value of each digit in a two-digit number (tens, ones)	Number	
Number and place value	Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs	Number	

Unit 2.2: Time

Topic	Key Concepts	Strand	Notes/Non-statutory guidance
Distance, Capacity, Time And Money	know the number of minutes in an hour and the number of hours in a day.	Geometry And Measures	<p>They become fluent in telling the time on analogue clocks and recording it.</p>
Distance, Capacity, Time And Money	tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.	Geometry And Measures	
Distance, Capacity, Time And Money	compare and sequence intervals of time.	Geometry And Measures	

Unit 2.3: The Number line and place value

Topic	Key Concepts	Strand	Notes/Non-statutory guidance
Number and place value	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	Number	Pupils extend their understanding of the language of addition and subtraction to include sum and difference. Pupils practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using $3 + 7 = 10$; $10 - 7 = 3$ and $7 = 10 - 3$ to calculate $30 + 70 = 100$; $100 - 70 = 30$ and $70 = 100 - 30$. They check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition (for example, $5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5$). This establishes commutativity and associativity of addition. Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers.
Number and place value	identify, represent and estimate numbers using different representations, including the number line	Number	
Number and place value	use place value and number facts to solve problems	Number	

Unit 2.4: Measures and Money

Topic	Key Concepts	Strand	Notes/Non-statutory guidance
Distance, Capacity, Time And Money	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels	Geometry And Measures	Pupils use standard units of measurement with increasing accuracy, using their knowledge of the number system. They use the appropriate language and record using standard abbreviations. Comparing measures includes simple multiples such as 'half as high'; 'twice as wide'. They become fluent in telling the time on analogue clocks and recording it. Pupils become fluent in counting and recognising coins. They read and say amounts of money confidently and use the symbols \pounds and p accurately, recording pounds and pence separately.
Distance, Capacity, Time And Money	identify, represent and estimate numbers using different representations, including the number line	Geometry And Measures	
Distance, Capacity, Time And Money	use place value and number facts to solve problems	Geometry And Measures	

Unit 2.5: Addition and Subtraction

Topic	Key Concepts	Strand	Notes/Non-statutory guidance
Addition and subtraction	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100	Number	<p>Pupils should partition numbers in different ways (for example, $23 = 20 + 3$ and $23 = 10 + 13$) to support subtraction. They become fluent and apply their knowledge of numbers to reason with, discuss and solve problems that emphasise the value of each digit in two-digit numbers.</p> <p>Pupils extend their understanding of the language of addition and subtraction to include sum and difference. Pupils practise addition and subtraction to 20 to become increasingly fluent in deriving facts such as using $3 + 7 = 10$; $10 - 7 = 3$ and $7 = 10 - 3$ to calculate $30 + 70 = 100$; $100 - 70 = 30$ and $70 = 100 - 30$. They check their calculations, including by adding to check subtraction and adding numbers in a different order to check addition (for example, $5 + 2 + 1 = 1 + 5 + 2 = 1 + 2 + 5$). This establishes commutativity and associativity of addition. Recording addition and subtraction in columns supports place value and prepares for formal written methods with larger numbers.</p>
Addition and subtraction	add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers	Number	
Addition and subtraction	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot	Number	
Addition and subtraction	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Number	
Addition and subtraction	solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods	Number	

Unit 2.6: Calculating with money

Topic	Key Concepts	Strand	Notes/Non-statutory guidance
Distance, Capacity, Time And Money	solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	Geometry And Measures	<p>Pupils become fluent in counting and recognising coins. They read and say amounts of money confidently and use the symbols £ and p accurately, recording pounds and pence separately.</p>
Distance, Capacity, Time And Money	find different combinations of coins that equal the same amounts of money	Geometry And Measures	

Unit 2.7: Properties of shape

Topic	Key Concepts	Strand	Notes/Non-statutory guidance
Properties of shape	identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	Geometry and measures	<p>Pupils handle and name a wide variety of common 2-D and 3-D shapes including: quadrilaterals and polygons, and cuboids, prisms and cones, and identify the properties of each shape (for example, number of sides, number of faces). Pupils identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, edges, vertices and faces.</p> <p>Pupils read and write names for shapes that are appropriate for their word reading and spelling.</p> <p>Pupils draw lines and shapes using a straight edge.</p>
Properties of shape	identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	Geometry and measures	

Unit 2.8: Multiplication and division

Topic	Key Concepts	Strand	Notes/Non-statutory guidance
Multiplication and division	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs	Number	<p>Pupils use a variety of language to describe multiplication and division.</p> <p>Pupils are introduced to the multiplication tables. They practise to become fluent in the 2, 5 and 10 multiplication tables and connect them to each other. They connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. They begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations.</p> <p>Pupils work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. They begin to relate these to fractions and measures (for example, $40 \div 2 = 20$, 20 is a half of 40). They use commutativity and inverse relations to develop multiplicative reasoning (for example, $4 \times 5 = 20$ and $20 \div 5 = 4$).</p>
Multiplication and division	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers	Number	
Multiplication and division	show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Number	
Multiplication and division	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	Number	

Unit 2.9: Comparing data

Topic	Key Concepts	Strand	Notes/Non-statutory guidance
Interpreting data	ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity	Probability and statistics	Pupils record, interpret, collate, organise and compare information (for example, using many-to-one correspondence in pictograms with simple ratios 2, 5, 10).
Interpreting data	ask and answer questions about totalling and comparing categorical data	Probability and statistics	
Interpreting data	interpret and construct simple pictograms, tally charts, block diagrams and simple tables	Probability and statistics	

Unit 2.10: Fractions and Equivalence

Topic	Key Concepts	Strand	Notes/Non-statutory guidance
Fractions	recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity	Number	<p>Pupils use fractions as ‘fractions of’ discrete and continuous quantities by solving problems using shapes, objects and quantities. They connect unit fractions to equal sharing and grouping, to numbers when they can be calculated, and to measures, finding fractions of lengths, quantities, sets of objects or shapes. They meet as the first example of a non-unit fraction. ⁴ ₃</p> <p>Pupils should count in fractions up to 10, starting from any number and using the and equivalence on the number line (for example, 1, 1 (or 1), 1, 2). This reinforces the concept of fractions as numbers and that they can add up to more than one. ₂ ¹ ₄ ² ₄ ¹ ₄ ² ₂ ¹ ₄ ³</p>
Fractions	write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	Number	

Unit 2.11: Movement, patterns and shape

Topic	Key Concepts	Strand	Notes/Non-statutory guidance
Position and Direction	use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)	Geometry and Measures	Pupils should work with patterns of shapes, including those in different orientations. Pupils use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (for example, pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles). Pupils handle and name a wide variety of common 2-D and 3-D shapes including: quadrilaterals and polygons, and cuboids, prisms and cones, and identify the properties of each shape (for example, number of sides, number of faces). Pupils identify, compare and sort shapes on the basis of their properties and use vocabulary precisely, such as sides, edges, vertices and faces. Pupils read and write names for shapes that are appropriate for their word reading and spelling. Pupils draw lines and shapes using a straight edge.
Position and Direction	order and arrange combinations of mathematical objects in patterns and sequences	Geometry and Measures	
Properties of shape	compare and sort common 2-D and 3-D shapes and everyday objects	Geometry and Measures	
Properties of shape	identify 2-D shapes on the surface of 3-D shapes, [for example a circle on a cylinder and a triangle on a pyramid]	Geometry and Measures	